



Evidence Based
Education

Great Teaching Toolkit

Exclusive developments sneaky-peek

Jamie Scott



The next 30 minutes

1. 360' degree feedback
 - Learner
 - Self
 - Peer
2. Development cycles
 - Integrated with feedback tools to better inform goal setting
 - Kate Jones technique templates built in
3. Implementation planning tool



Prior knowledge

“The most important single factor influencing learning is what the learner already knows.

Ascertain this and teach him accordingly”

David Ausubel, 1968.



Evidence Based
Education

Great Teaching Toolkit

Update No.1

360' degree feedback



Why do teachers need more feedback?

- Feedback supports learning in general (Hattie & Timperley 2007)
- Feedback enhances task performance more generally (Kluger & DeNisi 1996)
- Feedback enhances the power of goal setting (Locke & Latham, 2002)
- Naturally available classroom feedback is not always reliable (Poor Proxies)
- Feedback may help to clarify/define specific development goals
- Feedback may support coaching interactions

In tasks as complex as teaching, there is no expertise without experience.

But experience without good feedback is just repetition.

Feedback turns experience into learning.



Feedback for T&L

A Model for Great Teaching

1. Understanding the content

- 1** Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2** Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3** Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
- 4** Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1** Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2** Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3** Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4** Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

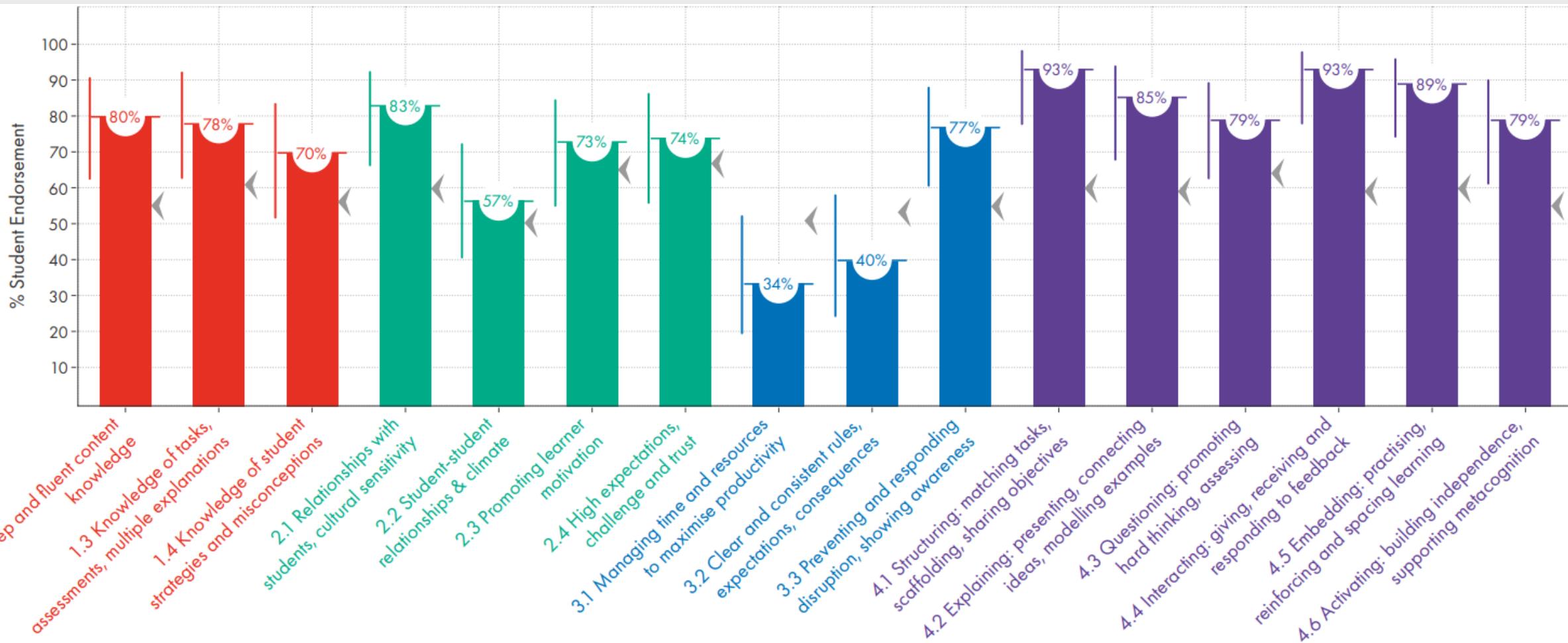
- 1** Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- 2** Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3** Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

- 1** Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- 2** Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- 3** Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?'; 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- 4** Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5** Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
- 6** Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

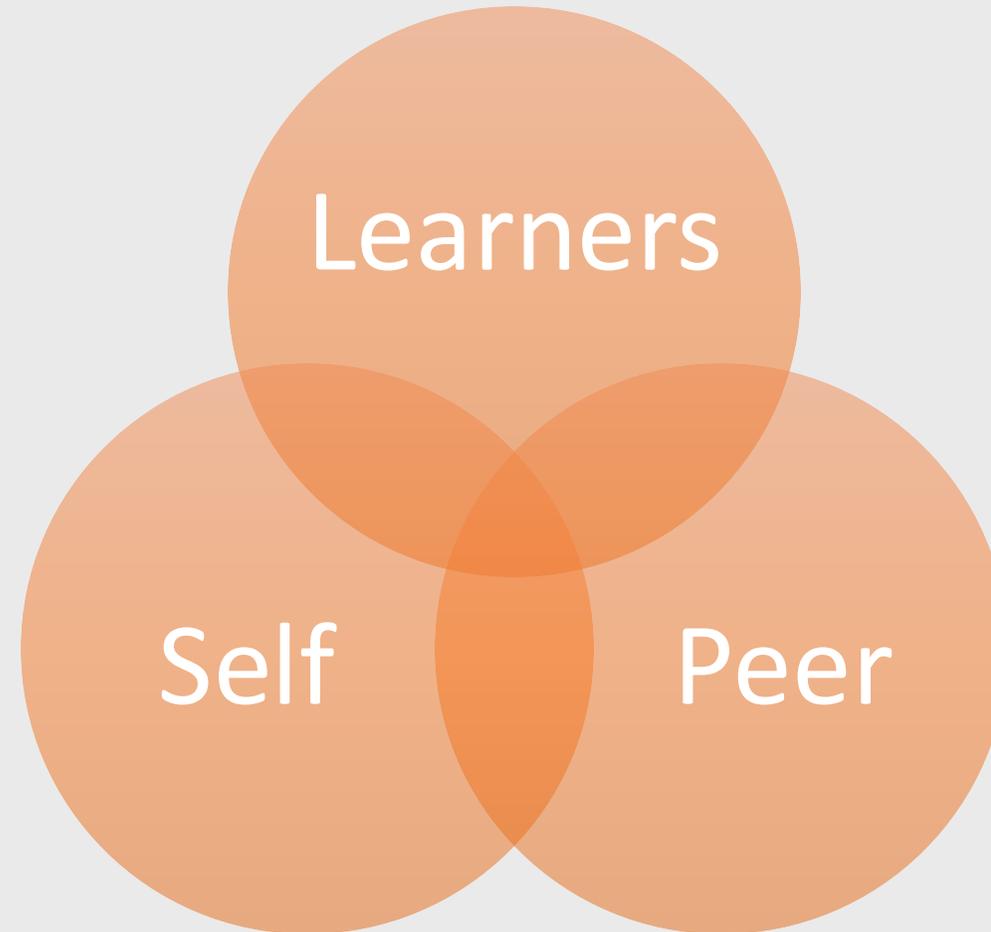
Evidence Based Education Great Teaching Toolkit greatteaching.com

- How good are you at each element of Great Teaching?
 - Which element(s) should you focus on?
- Are you getting better at any/all of them?
 - Are you clear exactly what you would have to do to improve each element?
- When you experiment or adapt your teaching approaches, how do you know which changes work?





Insights on classroom practice





Self-assessment is problematic

- Most of our perceptions are too positive
 - “Better than average effect”
- Self-assessments correlate (at best) weakly with objective measures
 - “Bias blind spot”
- Takeaways:
 - We are **not as good** as we think we are
 - Our self-assessments (and other perceptions) are a lot **less accurate** than we think
 - Feedback can be a **reality check**

(Dunning et al., 2004)

Evidence Based Education

GREAT TEACHING TOOLKIT CASE STUDIES REPORTS RESOURCES CONTACT LOGIN

Why are we betting on giving teachers more effective feedback (even though no one else is really doing this)?

By Rob Coe
Mon 11th September 2023



Classroom observation is harder than you think

'Using Ofsted's categories, if a lesson is judged 'Outstanding' by one observer, the probability that a second observer would give a different judgement is between 51% and 78%'.





Can we make reliable judgements?

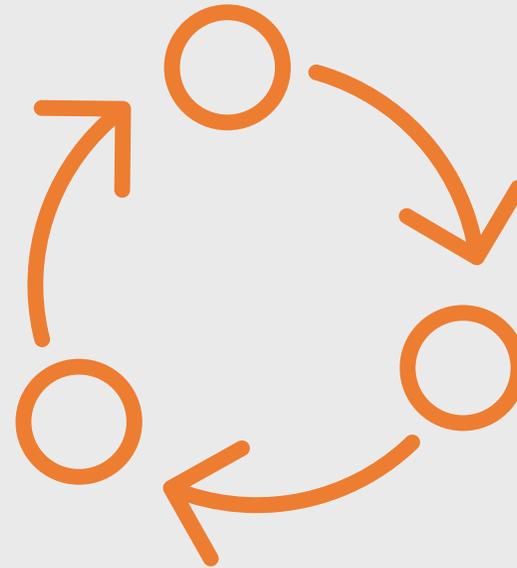


Yes, if we:

- Use **multiple, complementary methods**
- Apply **consistent standards**
- Avoid over-reliance on any **single metric**



360' degree feedback





Jack Deverson

Progress: 30%

Dashboard

MY PROFESSIONAL DEVELOPMENT

Development cycles

Great Teaching Teams

Resources

Model for Great Teaching

Courses

MY FEEDBACK TOOLS

Student feedback

Self-reflection

Video feedback

Peer feedback

Feedback sessions

Help & Support

Logout

Assess Your Current Practice

Build a 360° view of your teaching practice

1 Gather Multiple Perspectives

Complete these assessments to build a comprehensive view of your current practice.

Self-Assessment

15-20 minutes

Reflect on your teaching practice across all dimensions

Completed on March 15

Student Perception

Student feedback

Gather feedback from your students on their learning experience

Collect Student Data

Colleague Observation

Professional feedback

Request targeted observation from a colleague or mentor

Request Observation

2 Your 360° Teaching Profile

Overall Profile Strength

72%

Dimension Strengths



Perception Comparison

● Self-assessment ● Student perception ● Colleague observation

Element 4.3: Using questioning effectively

Low High

Significant perception gap identified

Element 2.2: Positive student-student relationships

Low High

Strong alignment across perspectives



Dashboard

MY PROFESSIONAL DEVELOPMENT

Development cycles

Great Teaching Teams

Resources

Model for Great Teaching

Courses

MY FEEDBACK TOOLS

Student feedback

Self-reflection

Video feedback

Peer feedback

Feedback sessions

Help & Support

Logout



Jack Deverson

2 Your 360° Teaching Profile

Overall Profile Strength

72%

Dimension Strengths



Perception Comparison

● Self-assessment ● Student perception ● Colleague observation

Element 4.3: Using questioning effectively



Element 2.2: Positive student-student relationships



Key Insights

- ! Perception Gap: You rate your questioning skills higher than both students and colleagues perceive them
- i Development Opportunity: Element 4.3 (Using questioning effectively) has the largest gap between self-assessment and other perspectives
- ✓ Strength: Strong alignment on your effectiveness at creating supportive student-student relationships

3 Recommended Focus Areas

Based on your 360° assessment, these elements would benefit most from focused development.

Select one element to focus on for this development cycle.

● Element 4.3: Using questioning effectively

Significant perception gap between self-assessment and other perspectives

Dimension 4

Common Challenges:

- Students answer questions but don't elaborate or explain their thinking



Jack Deverson

Dashboard

MY PROFESSIONAL DEVELOPMENT

Development cycles

Great Teaching Teams

Resources

Model for Great Teaching

Courses

MY FEEDBACK TOOLS

Student feedback

Self-reflection

Video feedback

Peer feedback

Feedback sessions

Help & Support

Logout

3 Recommended Focus Areas

Based on your 360° assessment, these elements would benefit most from focused development. Select one element to focus on for this development cycle.

Element 4.3: Using questioning effectively Dimension 4

Significant perception gap between self-assessment and other perspectives

Common Challenges:

- Students answer questions but don't elaborate or explain their thinking
- The same students always volunteer while others remain silent
- Questions don't effectively check for understanding across the class

Element 3.1: Managing time and resources efficiently Dimension 3

Room for improvement in maximizing learning time

4 Set Your Development Goal

Element 4.3: Using questioning effectively

Specific Goal

Improve my questioning technique to better elicit student explanations and reasoning

Success Criteria

Students will provide more detailed explanations of their thinking. More students will participate in class discussions.

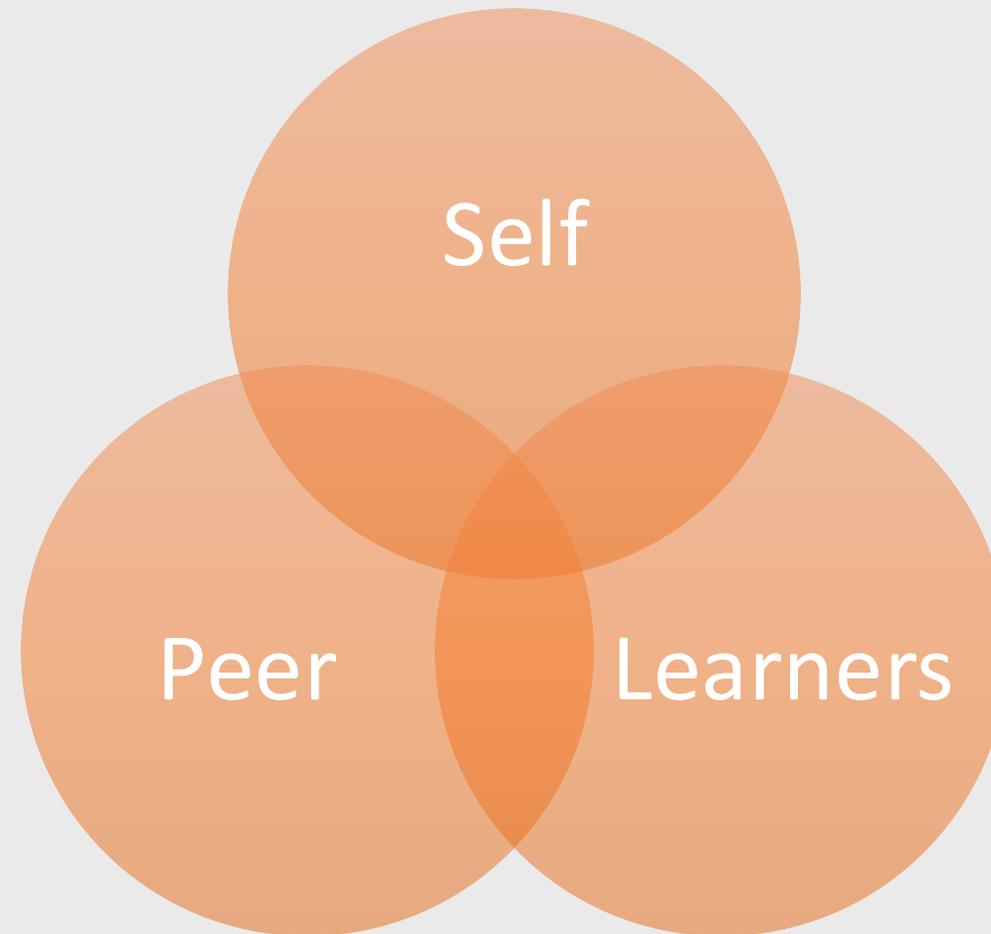
Timeframe

Start Date

End Date

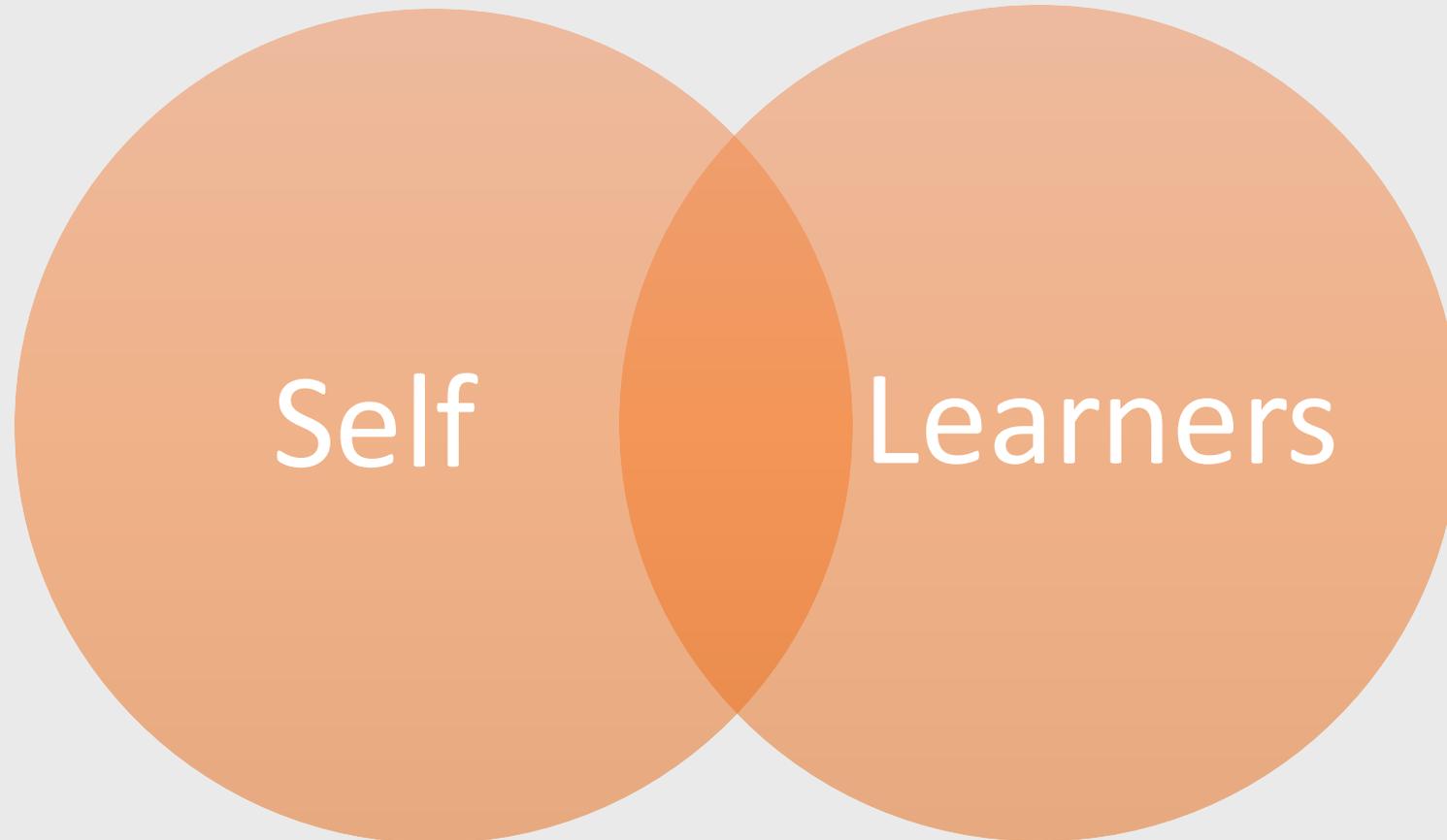


Insights on classroom practice



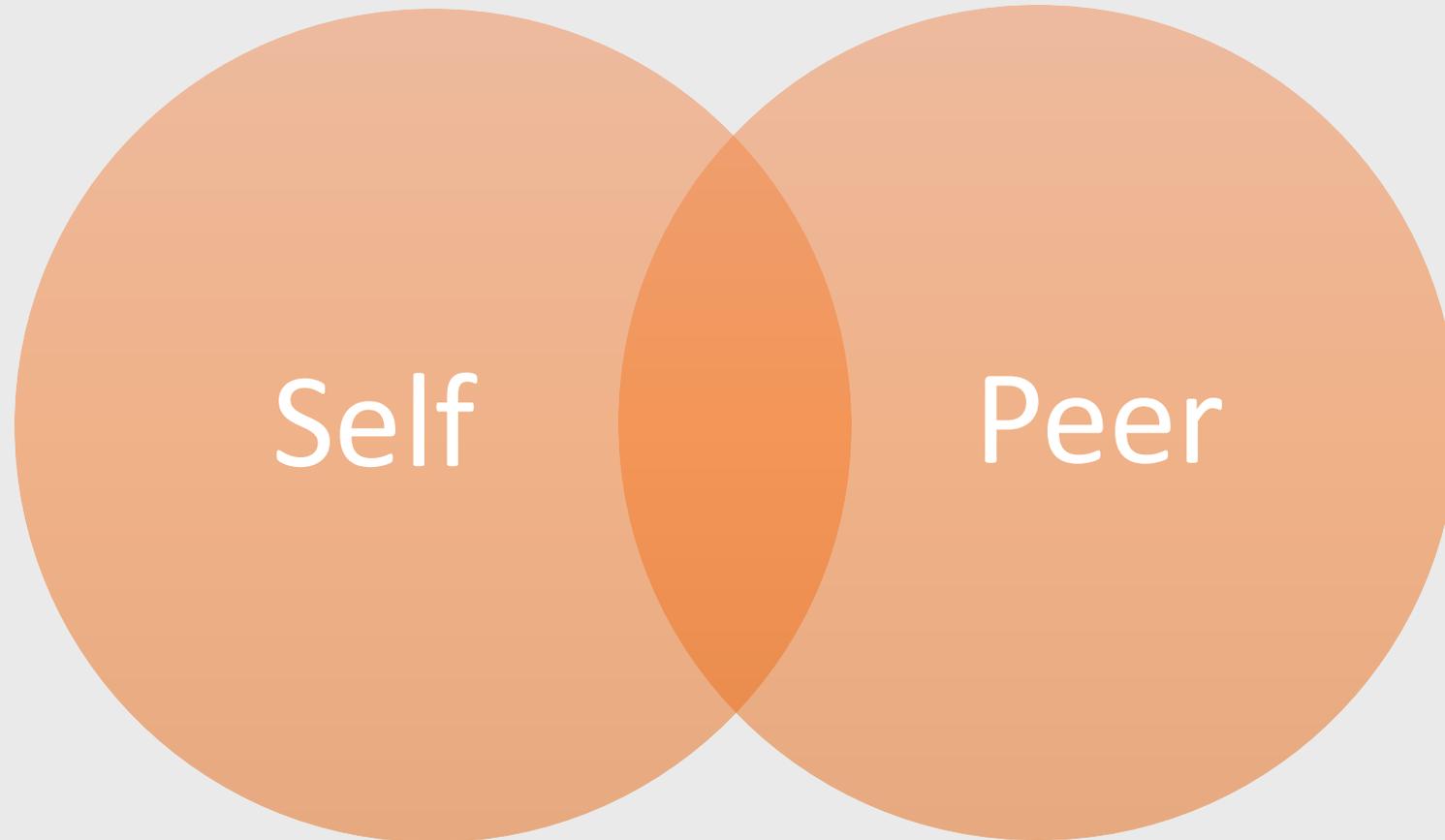


Insights on classroom practice



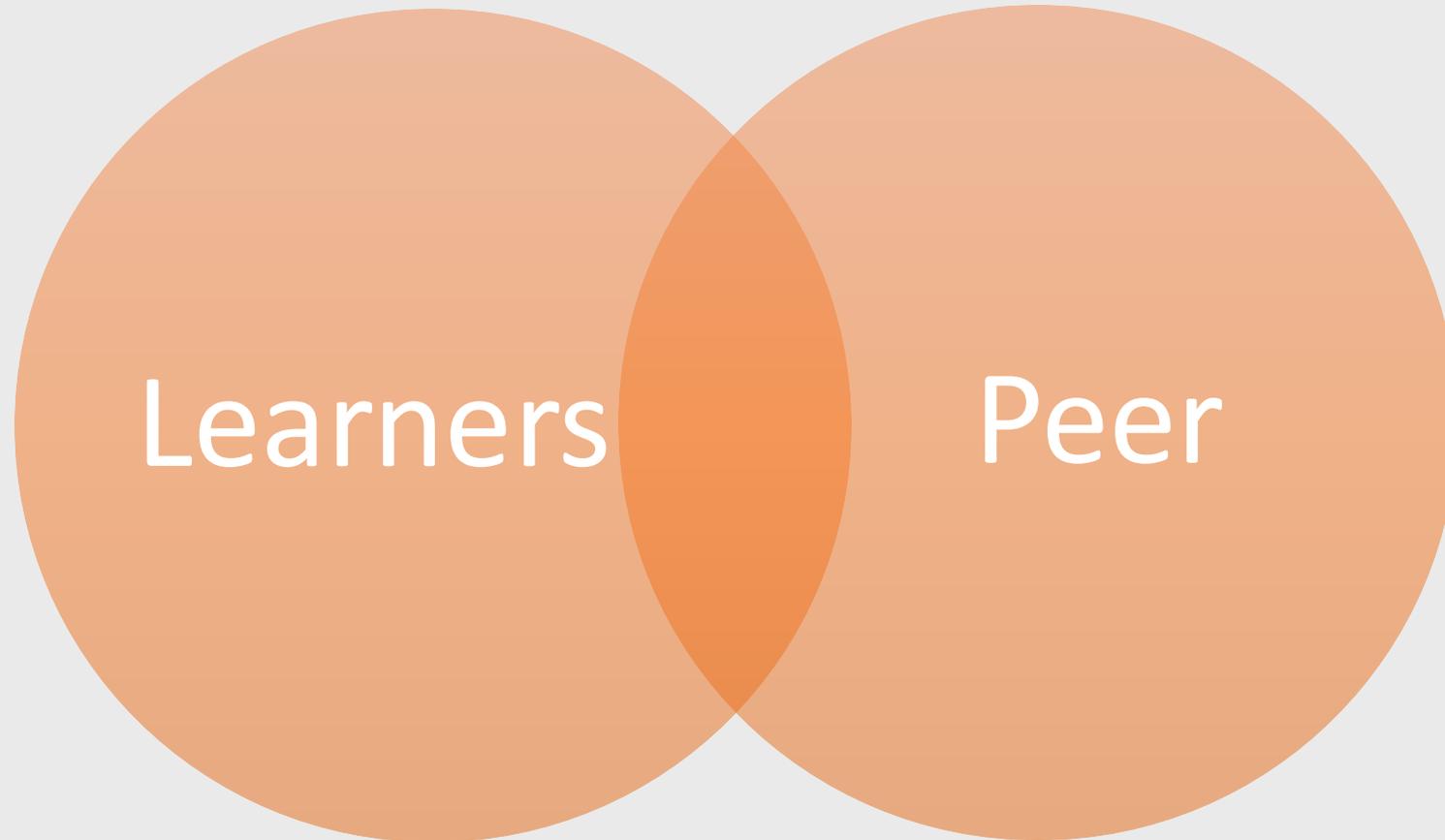


Insights on classroom practice





Insights on classroom practice





Evidence Based
Education

Great Teaching Toolkit

Update No.2

Development cycles



Techniques

- Think-Pair-Share
- Sharing Learning Intentions
- Exit Tickets
- Multiple Choice Questions
- Knowledge Organisers
- Cold Calling
- Show Me Boards
- Flashcards
- Picture Prompt
- The Detective Approach
- Question Banks
- Means of Participation
- Backwards Design
- Collaborative Planning
- Alternative explanations
- Exemplars
- Precise Praise
- Retrieval Relay
- Learning Intentions ... so that
- Peer Critique
- Group work
- Establishing Expectations
- Learning Intentions and Dual Coding



Techniques

- Narrate the Positive
- Success Criteria
- Scaffolding
- Worked Examples
- Live Modelling
- Visualisers
- Chunking
- I do, We do, You do
- Signalling
- Timelines
- Hinge Questions
- Do Now Tasks
- The Leitner System
- Concrete Examples
- Statements as alternatives to questions
- Stretch It
- Find and Fix
- Helpful Highlighting
- Speak like an expert
- The Frayer Model
- Venn Diagrams
- Free Recall
- List It
- Elaboration
- Graphic Organisers
- Chalk and Talk



Evidence Based
Education

Great Teaching Toolkit

Update No.3

**Implementation planning
tool**



Summary

1. 360' degree feedback
 - Learner
 - Self
 - Peer
2. Development cycles
 - Integrated with feedback tools to better inform goal setting
 - Kate Jones technique templates built in
3. Implementation planning tool





What next?

1. Webinar recording
2. We'll be in touch by email as we launch new features
3. Contact your GTT Advisor for support



Evidence Based
Education

Great Teaching Toolkit

Thank you for your attention.
Any questions?



**GREAT
TEACHING
MAKES
A BIG
DIFFERENCE**

